DOCUMENT RESUME

ED 129 025 EC 091 231

TITLE	Gifted--Teaching Methods/Curriculum/Teacher Training. A Selective Bibliography. Exceptional Child Bibliography Series No. 661.
INSTITUTION	Council for Exceptional Children, Reston, Va. Information Services and Publications.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	21p.
AVAILABLE FROM	CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Abstracts; *Annotated Bibliographies; *Curriculum; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; *Gifted; *Teacher Education; *Teaching Methods

ABSTRACT

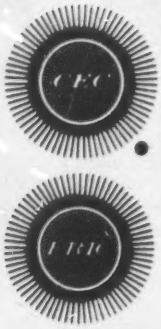
The annotated bibliography on Gifted--Teaching Methods/Curriculum/Teacher Training contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1955 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED129025

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



Gifted-Teaching Methods/Curriculum/ Teacher Training

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 661

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

EC011231

HOW TO USE THIS DOCUMENT

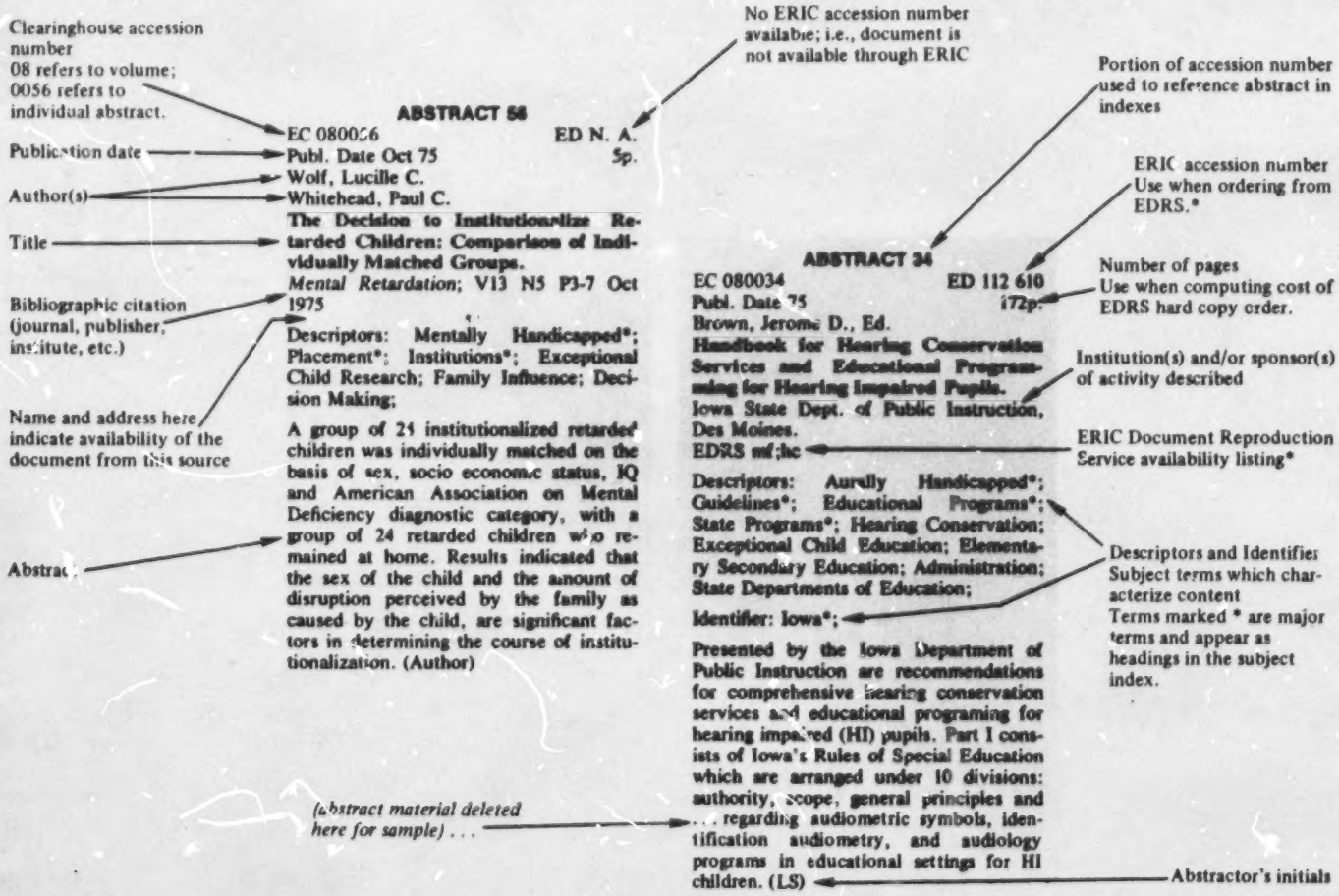
Each abstract contains three sections; bibliographic data, descriptors, and a summary of the document.

1. The bibliographic section provides:

   a. document identification number (EC)
   b. document order number if available (ED)
      Documents with a six digit number after the designation ED are ERIC documents. These documents may be purchased from EDRS (see last page of bibliography for order form) if the EDRS availability listing (EDRS mf and/or hc) appears in the bibliographic section. Documents with N.A. after the designation ED are journal articles or documents from commercial publishers. They must be obtained directly from the journal editor, commerical publisher or source.
   c. title
   d. author
   e. publication date
   f. source or publisher
   g. EDRS availability

2. Descriptors indicate the subject matter of the document.

3. The summary provides a comprehensive overview of document contents and, in some cases, availability is announced here.


Clearinghouse accession number
08 refers to volume;
0056 refers to individual abstract.
Publication date
Author(s)
Title
Bibliographic citation (journal, publisher, institute, etc.)
Name and address here indicate availability of the document from this source
Abstract
No ERIC accession number available; i.e., document is not available through ERIC
Portion of accession number used to reference abstract in indexes
ERIC accession number
Use when ordering from EDRS.*
Number of pages
Use when computing cost of EDRS hard copy order.
Institution(s) and/or sponsor(s) of activity described
ERIC Document Reproduction Service availability listing*
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
(abstract material deleted here for sample) . . .
Abstractor's initials
ABSTRACT 56
EC 080056
ED N. A.
Publ. Date Oct 75
5p.
Wolf, Lucille C.
Whitehead, Paul C.
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ABSTRACT 24
EC 080034
ED 112 610
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and . . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49
**Sheridan Avenue, Albany. New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Lona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally
**Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association
**Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.
**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03817

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 1592

EC 003 285 ED N.A.
Publ. Date 11 Oct 67 273p.
Beck, Joan
How to Raise a Brighter Child; The Case for Early Learning.
EDRS not available
Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 ($5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

ABSTRACT 372

EC 004 141 ED N.A.
Publ. Date Spr 69 7p.
Sonntag, Joyce
Sensitivity Training with Gifted Children.
EDRS not available
Gifted Child Quarterly; V13 N1 P51-7 Spr 1969

Descriptors: exceptional child research; gifted; sensitivity training; interpersonal relationship; self evaluation; group therapy; physical activities; emotional development; t groups; training techniques

Twenty-six gifted children (ages 9 and 10) volunteered for a 1-month summer workshop to experiment with the use of techniques derived from sensitivity training concerned with facilitating growth, venturing, and creativity. The techniques of Gestalt therapy, theater, encounter groups, imagination games, creative movement, and gymnastics were used. Objectives were to develop soft talent (responsiveness to environment in other than intellectual terms) by providing experiences in attending, receiving, responding, and valuing. No negative psychological experiences were known to have resulted from participation. Results were only suggestive due to the small number involved and the time limitation (48 hours of training), but it was found that the children did become involved, and there was evidence of increased self awareness and acceptance of self and others. It is suggested that teachers begin to use an adaptation of sensitivity training without waiting for definite research results. Six acknowledgements are made and six references cited. (FC)

ABSTRACT 824

EC 004 489 ED 032 690
Publ. Date 65 102p.
Torrance, E. Paul
Gifted Children in the Classroom.
EDRS not available
The MacMillan Company, 866 Third Avenue, New York, New York 10022.

Descriptors: exceptional child education; creativity; gifted; teaching methods; educational philosophy; intelligence; intellectual development; educational objectives; identification; motivation; grouping (instructional purposes); early childhood education; creative reading; creative ability; research skills; teacher improvement; curriculum development; kindergarten children

Highlighting some of the newer understandings about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the preschool years, chapters are devoted to the development of creative readers and to the teaching of research concepts and skills. The final chapter includes a challenge to teachers of gifted children to search for their own unique ways of teaching, and offers some suggestions to facilitate the process of becoming an effective teacher of gifted children. (Author/WW)

ABSTRACT 1348

EC 002 569 ED 001 196
Publ. Date 63 51p.
Handbook for Teachers of Classes for Gifted.
Indianapolis Public Schools, Indiana, Special Education Department
EDRS mf,hc

Descriptors: exceptional child education; gifted; administration; teaching methods; instructional materials; elementary grades; junior high school students; program planning; literature; student research; typewriting; student evaluation; scheduling; French; curriculum

Information about a program for gifted pupils is provided. Areas contained are identification of gifted pupils, requirements and procedures for enrollment in special classes, outstanding features of the program, and its administration and supervision. Some of the special features of the program which are given particular attention are literature, individual research projects, beginning typing instruction, French, and homework assignments. Methods that have proven successful in developing good study habits, creative and critical thinking, self appraisal and self direction, courtesy, and a respect for the ability of others have been carefully evaluated and specific suggestions for their use are included in the sections on literature and research projects. Various aids for teachers of gifted pupils are included. Sample daily programs for each of the fifth-, sixth-, and junior high-grade levels are inserted as guides. Suggested books and supplies for implementing the program, reference books for teachers, and booklists for pupils of different grade levels are also included.

ABSTRACT 3453

EC 005 967 ED 041 417
Publ. Date Mar 69 67p.
Dallenbach, Jan F.; DeYoung, Kenneth N.
Special Education for the Gifted through Television.
Educational Research And Development Council Of Northeast Minnesota, Duluth
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-3-7-703-260-4955
BR-67-3260

Descriptors: exceptional child research; gifted; televised instruction; teaching methods; educational television; audiovisual instruction; achievement; elementary school students; ability identification; rural education

A project was undertaken to study the effects of in-school television programs on gifted 5th and 6th grade students in rural northeastern Minnesota. Ten inservice training workshops on the education of the gifted were held, and T.V. programs were developed (one series for the students on content, another stimulating thought processes). A battery of pre and posttests were administered to 1556 gifted students, and statistical analyses of comparisons between the pre and posttest results and between the control and experimental groups are included. Numerous descriptive, inferential, and cluster analyses were made. On four posttests, certain subgroups of students exposed to the T.V. programs showed greater average gains than the control students, while in five instances, certain categories of the experimental students made smaller average gains. Schools' reactions were also surveyed by questionnaire, and the resulting conclusions and extrapolated recommendations are presented. (KW)

ABSTRACT 2089

EC 03 2089 ED N.A.
Publ. Date 70 10p.
Engle, John D., Jr.
Giftedness and Writing: Creativity in the Classroom.
EDRS not available
Gifted Child Quarterly; V14 N4 P220-9 Winter 1970

Descriptors: exceptional child education; gifted; creative writing; writing skills; teaching methods; motivation

As a senior high school instructor of creative writing, the author relates his experiences in motivating and guiding his students. Methods of motivation are described, and procedures for submitting work for possible publication are delineated. The author stresses the importance

of freedom and creativity, rather than the instruction of rules and grammar. (RD)

ABSTRACT 2565

EC 03 2565 ED N.A.
Publ. Date 55 49p.
Birch, Jack W.; Mcwilliams, Earl M.
Challenging Gifted Children.
EDRS not available
Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 ($1.00).

Descriptors: exceptional child education; gifted; enrichment; class activities; teacher role; teaching methods

Information is presented to aid the regular classroom teacher who has one or more gifted students in a heterogeneous class. Following introductory discussions of giftedness, enrichment, and identification of gifted children, gifted children and the role of their teachers at the primary, intermediate, and high school levels are examined. Practical suggestions which do not require major changes in school organization or extensive teacher preparation and which can be applied directly by the classroom teacher to augment the gifted student's education are offered. Suggestions are made for each of the major subject areas at each level of instruction. (KW)

ABSTRACT 2577

EC 03 2577 ED 051 606
Publ. Date 70 48p.
Covey, Barbara L.
Teaching Gifted Students English Usage in Grades Seven Through Nine.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; English; junior high school students; curriculum design; teaching methods; communication (thought transfer); laboratories; inductive methods; discovery learning; cognitive ability; California

Intended to assist English teachers of junior high gifted students whose mental ability is in the top 2% of all students, the publication explores certain aspects of the California English curriculum and identifies possible directions in English instruction, in which approaches are based upon curricular developments emphasizing the process of inquiry. Both techniques and content in the study of English usage are examined. Increasing the relevance of course content is seen to be possible through thematic or generic structuring of content based on significant works of literature and by concern with communication in all its forms and via all media. Discovery methods similar to those used in newer physical science courses are recommended, as are communications or media laboratories, for promoting an inductive study of language in all its forms of communication and for relating course content to the needs of gifted students in this age and to the development of high-level skills. (KW)

ABSTRACT 1517

EC 04 1517 ED 060 589
Publ. Date 70 61p.
Nicholson, Margaret
Teaching Gifted Students Literature and Language in Grades Nine Through Twelve.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; English; senior high school students; literature; teaching methods; program design

The examination of literature and language instruction for gifted senior high school students begins with an explanation of the philosophy of such an instructional program. Each general discussion of subject matter content (literature and language) is followed by specific examples of how to develop higher intellectual skills in each area. Additional chapters treat the kinds of students gifted in English, operational and administrative procedures in conducting literature and language programs for the gifted, and the evaluation of English gifted programs. (KW)

ABSTRACT 1994

EC 04 1994 ED 062 744
Publ. Date Apr 72 43p.
Verbeke, Maurice G.; Verbeke, Karen A.
Discovery and Inquiry: Their Relevance as Approaches for Teaching the Gifted.
Educational Improvement Center, Pitman, New Jersey
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational methods; discovery learning; inductive methods; classroom environment; teacher role

The innovative educational techniques of discovery and inquiry learning and their relevance to the education of academically gifted children are discussed. Following discussion of various definitions of discovery and inquiry, the two terms are dealt with synonomously to avoid confusion. Brief historical background information is given on the growth of discovery and inquiry as educational techniques. Examined are the relationship of these teaching approaches to theory and also the rationale for implementing such techniques in the education of the gifted. Application of the methods in the classroom is considered in terms of the characteristics which must be present in the classroom and learning environment, tools and materials which facilitate the approach, and teacher functions. Recent research concerning the two teaching methods is reviewed and listed are some current programs that specifically use the discovery-inquiry approach in their methodology. (KW)

ABSTRACT 2134

EC 04 2134 ED 063 699
Publ. Date (63) 30p.
Mallinson, Thomas J.
A Comparative Study of Four Types of Treatment in Improving Adjustment and School Achievement of Gifted Underachievers.
Toronto Board of Education, Ontario, Canada. Research Dept.
EDRS mf,hc

Descriptors: exceptional child research; gifted; underachievers; group discussion; academic achievement; intermediate grades; personal adjustment

Four groups of gifted, underachieving students in the intermediate grades were established for purposes of providing varied treatment to improve personal adjustment and academic achievement. The four groups were the human relations group, which was oriented to group discussion of feelings and interpersonal dynamics, the academic group, which focused on the presentation and discussion of scientific and other related subjects in group discussion, individual counseling oriented to the discussion of feelings and interpersonal dynamics, and control group. The human relations group and the academic group participated in weekly 1 and 1/2 hour discussions throughout the 1961-62 school year. There was no specific counseling procedure. Results of posttesting showed that although all four groups improved in areas of adjustment, the human relations group and the academic group only made significantly positive gains. Treatment groups made no greater academic gains than did the control group. It was concluded that participation in small group discussions did improve adjustment, but that this participation did not necessarily improve academic achievement. (For a followup study, see EC 042 133.) (CB)

ABSTRACT 2366

EC 04 2366 ED N.A.
Publ. Date 72 30p.
Torrance, E. Paul
Can We Teach Children to Think Creatively?
EDRS not available
Journal of Creative Behavior; V6 N2 P114-43 Second Quarter 1972

Descriptors: exceptional child research; gifted; creative thinking; research reviews (publications); effective teaching; teaching methods; success factors

The review of the status of knowledge about teaching children to think creatively covers 142 studies of teaching children to think creatively which involve qualification and presentation of evidence. Studies with college students and adults are not included. Tables summarize the nature of the studies and their degree of success. Studies are classified into nine categories of ways of teaching creative thinking: training programs using the Osborn-Parnes Creative Problem Solving procedures, other disciplined procedures, packages of materials, creative arts, media and reading programs, curricular and administrative arrangements, teacher-classroom and class environment variables, motivation and competition, and facilitating testing conditions. The first table summarizes frequency and estimate of success attained in the studies in each category. Tables for each of the categories then present summary data on indi-

vidual studies: investigator, grade level, nature of treatment, and significant (.05) differences. (KW)

ABSTRACT 466

EC 05 0466 ED 071 229
Publ. Date 72 97p.
Hall, William F.; Sieswerda, David
Workshop in the Education of the Exceptional Child.
Arizona State Univ., Tempe
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; workshops; teaching methods; identification; emotionally disturbed; mentally handicapped; learning disabilities; gifted; disadvantaged youth; curriculum

The volume, based on workshop proceedings, discusses identifying characteristics of various handicapping conditions and describes relevant teaching methods and curricula. Characteristic behaviors of aggressive and withdrawn emotionally disturbed children are specified. Discussions of mentally handicapped children center on problems of identification, teacher characteristics, curriculum, behavior modification, elimination of maladaptive behavior, referrals, screening, perception, personal and social competencies, vocational education and cooperative agencies. Examined are learning disabilities related to auditory and visual reception, auditory and visual association, manual expression, auditory and visual closure, and auditory and visual sequential memory. Also treated are the educational history, sociological influences, identification, testing, teacher characteristics, and enrichment of gifted individuals. The education of bilingual children is considered in relation to historical background, development of language skills, the Title VII Program, the Head Start Program, Indian children, migrant children, and the record transfer system. Speakers, films, and class trips of the workshop program are listed. (GW)

ABSTRACT 1219

EC 05 1219 ED 073 582
Publ. Date Mar 72 6p.
Stallings, Clifford
Gifted Disadvantaged Children.
Connecticut University, Storrs
EDRS mf,hc

Descriptors: exceptional child education; gifted; identification; urban schools; effective teaching; educational diagnosis; teaching methods; guidelines; educational trends

Presented are guidelines to help teachers effectively identify and educate gifted students from urban environments. It is said that the one consistent criteria that teachers may use to identify gifted students is the depth to which students respond to environmental items (recall of street signs or types of automobiles found on the block and analysis of community affairs). Teachers' observations and peer evaluation are also thought to be useful means of identifying gifted children. It is recommended that strategies for motivating gifted children include helping the child plan his occupational goal, finding individuals in the community who could assist teachers in developing their student's occupational model, developing communications with parents, and providing concrete experiences that allow students to explore their talents and discover their potential. Teachers are encouraged to create an environment in which community situations are the basis for learning and to develop students' leadership potential, especially at junior and senior high school levels. Educational trends such as the following are identified and commended: emphasis on early identification of talents, abolition of grade placements as presently conceived, experiences which allow divergent as well as convergent thinking, and use of systems analysis in planning students' programs. (GW)

ABSTRACT 1572

EC 05 1572 ED N.A.
Publ. Date Apr 73 2p.
Hoskin, Barbara; Swick, Kevin
Indirect Teacher Behaviors and the Creative Teacher.
EDRS not available
Elementary English; V50 N4 P544-5 Apr 1973

Descriptors: exceptional child education; gifted; creative ability; teacher evaluation; teaching methods

Although many educators have implied that the teacher who uses an indirect style is more creative, it is not indirectness itself but the quality of the indirectness that distinguishes creative teaching. Indirect teaching behaviors such as stimulating discussion, encouraging independent thinking, and stressing problem solving activities distinguish laissez-faire teaching from planned creative teaching. (DB)

ABSTRACT 2576

EC 05 2576 ED N.A.
Publ. Date Sum 73 6p.
Isaacs, Ann F.
What To Do When You Discover a Child Is Gifted and Interested in Language or One-Hundred Ways to Tickle Your Fancy with Language and Linguistics.
Gifted Child Quarterly; V17 N2 P144-9 Sum 1973

Descriptors: exceptional child education; gifted; language arts; class activities; Individual activities

Presented are 100 ideas for stimulating a gifted child who is interested in language and linguistics. The following ideas are included: keep a diary, make collections of myths; study the history of languages; listen to recordings of poetry and prose; compile a bibliography of interesting books; organize a junior Great Books Club; evaluate children's magazines; write dramatizations of historical events; portray a character role in a monologue; explain with clarity a technical subject; and make up and tell 'tall tales'. (DB)

ABSTRACT 2631

EC 05 2631 ED 082 414
Publ. Date 73 46p.
Franklin, Mayer J.; Friedl, Berthold C.
Teaching Gifted Students Foreign Language in Grades Ten Through Twelve.
California State Dept. of Education, Sacramento. Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; secondary school students; second language learning; teaching methods; language instruction

Presented is information for teachers, administrators, and consultants concerned with teaching foreign languages to gifted high school students. Discussed in the introduction is the value of foreign language study, the psychological basis of language learning, and identification of language talent. It is advised that the student experience the language to see its potential for higher cognitive skills, and be given an opportunity to experiment in creative use of the language. Briefly considered are methodology, facts and concepts, psycholinguistic principles, and translation in foreign language teaching. The development of proficiency is seen to involve practice with sounds and vocabulary (principles of presentation and conditioning are offered), grammar, speaking, reading, and writing. Suggestions for creative activities such as translating American cartoons are offered. Recommended source materials, teaching methods, and literary text are listed. (DB)

ABSTRACT 2632

EC 05 2632 ED 082 415
Publ. Date 73 46p.
Walker, Virginia
Teaching Gifted Children Mathematics in Grades One Through Three.
California State Dept. of Education, Sacramento. Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; primary grades; mathematics; teaching guides; creative development; teaching methods; instructional materials; class activities

Intended for teachers of the mentally gifted in grades 1 through 3, the guide distinguishes between the verbally gifted and the mathematically gifted and discusses subject matter content, development of intellectual skills and creativity, and gives teaching suggestions. Discussed are a different emphasis for the mathematically talented, the opprotunities of unstructured programs, and the need for sequence and continuity. Also considered for determination of subject content are suggestions for the verbally gifted and broad applications of mathematics. Stress is put on the development of understanding, generalizations, and basic principles. Recommended for the improvement of mathematical skills are quantitative questions, open-ended problems, and individualized programs. The discovery method of teaching is encouraged for development of higher intellectual skills such as analysis-evaluation and synthesis-evaluation. A rich mathematical environment and a teacher who enjoys mathematics is suggested to develop creativity in mathematics. Mathematics instruction is seen to encourage the full development of the gifted child's human potential. Teaching suggestions include ways to use the

number line, primitive number systems, nonmetric geometry with geoboards, and problem solving. (DB)

ABSTRACT 690

EC 06 0690 ED N.A.
Publ. Date 73 50p.
Torrance, E. Paul; Torrance, J. Pansy
Is Creativity Teachable?
EDRS not available
Phi Delta Kappa Educational Foundation, Eight and Union Streets, Bloomington, Indiana 47401 (.25).

Descriptors: exceptional child research; gifted; creative ability; creativity research; creative development; teaching methods; effective teaching; research reviews (publications)

Reviewed are 142 studies in nine categories which evaluated the effectiveness of teaching creativity. Noted is the opinion of many that creativity is not a skill which can be learned. Summarized are the successes of nine different types of intervention ranging from 91% success with Osborn-Parnes creative problem solving procedures to 50% with curricular and administrative arrangements. A description and results are given for each of the following intervention approaches: Osborn-Parnes modifications (involving problem defining, idea finding, and idea evaluation); other disciplined procedures; packaged instructional materials; creative arts; media and reading programs; curricular and administrative arrangements (such as placing talented children together); teacher-classroom and climate variables; motivation studies; and facilitating testing conditions. The authors conclude that the most successful approaches involve both cognitive and emotional functioning, provide adequate structure and motivation, and give opportunities for involvement, practice, and interaction with teachers and other students. (DB)

ABSTRACT 1330

EC 06 1330 ED N.A.
Publ. Date Win 73 6p.
Rosenberg; Harry E. Wing; Ehrgott, Richard H.
Performance Contracting, Programmed Learning and Behavior Modification May Inhibit Learning of the Gifted.
Gifted Child Quarterly; V17 N4 P254-9 Win 1973

Descriptors: exceptional child education; gifted; behavior change; motivation; success factors; operant conditioning; reinforcement

It is maintained that modification techniques of positive and intermittent reinforcement specified by B. Skinner to prevent extinction may adversely effect the critical internal motivators of gifted students, who may be bored by constant success. Educational leaders of the gifted are advised to spend equal time on class work involving risk taking and difficulty and to rely on behavior modification techniques only for training specific academic and social behaviors. (MC)

ABSTRACT 1331

EC 06 1331 ED N.A.
Publ. Date Win 73 8p.
Wilson, Sandra H. and Others
Synectics, A Creative Problem-Solving Technique for the Gifted.
Gifted Child Quarterly; V17 N4 P260-7 Win 1973

Descriptors: exceptional child education; problem solving; creative thinking; teaching methods; gifted

Explained to develop creative problem solving skills of gifted children is synectics (defined as a joining together of unrelated elements), which is a group activity that involves statement of a problem, analysis by an expert, purge of the obvious, restatement of the problem in language understood by all, selection of a component for intensive consideration, use of four types of analogies for understanding, force-fit of findings to needs of the problem, and application of the information to the original problem. (MC)

ABSTRACT 2856

EC 06 2856 ED N.A.
Publ. Date 74 141p.
Labuda, Michael, Ed.
Creative Reading for Gifted Learners: A Design for Excellence.
International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 ($4.50).

Descriptors: exceptional child education; gifted; creative ability; kindergarten; primary grades; intermediate grades; junior high schools, reading; educational needs; goals; instructional materials; language arts; teaching methods; trend analysis

Presented are 14 readings on the nature of gifted and creative children and on reading programs designed to meet their special needs. Three articles provide an overview of reasons for concern about gifted and creative learners, summarize research highlighting the needs of gifted children and explain the scope of a creative reading program, including its goals, resources and materials. Important aspects for teachers to remember are discussed in four articles which assess home and parental influences on gifted children, delineate the elements of a total language arts program for young children (kindergartners through third graders), and discuss reading as a thinking process and outline special characteristics and reading needs of intermediate grade children, and review problems of secondary school pupils. Four authors describe reading goals, materials, and skills for primary grade children; explain ways to give intermediate grade pupils a broad program involving the total language arts; and postulate four principles underlying creativity training of secondary school pupils and describe training activities that will enable older youths to produce creatively. Three entries urge teachers to encourage children's use of imaginative solutions of problems, examine the needs of gifted children to cope with their own uniqueness, and explore the needs of minority group children and learning disabled children who give evidence of giftedness. A final entry discusses encouraging trends in the education of the gifted and offers suggestions for future developments. (Author/GW)

ABSTRACT 328

EC 07 0328 ED N.A.
Publ. Date Sum 74 7p.
Torrance, E. Paul
Ways Gifted Children Can Study the Future.
Gifted Child Quarterly; V18 N2 P65-71 Sum 1974

Descriptors: exceptional child education; gifted; creativity; trend analysis; problem solving; futures (of society); social change; teacher role; teaching methods; instructional materials;

It is important that educators of the gifted foster study of the future since it is today's gifted children who must solve the problems of the future. Children can be a taught to use imaginative role playing as a vocational guidance technique, sociodrama as a problem solving technique, and curriculum materials designed to allow students to see aspects of a future problem by elaborating upon it through drawings and other visual representations. Other methods for encouraging creative thought about the future include stories and poems about the future (such as 'With Skies and Wings'), curriculum materials on divergent thinking (such as 'invitations to Thinking and Doing'), the Delphi forecasting method in which several experts interact so that projections are made rationally and on the basis of shared information, and interscholastic future-oriented problem solving contests. (GW)

ABSTRACT 329

EC 07 0329 ED N.A.
Publ. Date Sum 74 2p.
Criscuolo, Nicholas P.
Open Discovery Spots for Gifted Readers.
Gifted Child Quarterly; V18 N2 P72-3 Sum 1974

Descriptors: exceptional child education; gifted; creativity; independent study; individual activities; teaching methods; classroom environment;

Listed are 15 examples of open discovery spots which are defined as mini interest centers in the classroom that allow gifted students to explore and expand their interests and talents independently. Mentioned are such open discovery spots as the Label-Table which holds tagged nature and science collections to stimulate reading research, and the Fun-O-Phone, a record player with earphones for listening to children's stories. (GW)

ABSTRACT 692

EC 07 0692 ED N.A.
Publ. Date 74 157p.
Knight, Lester N.
Language Arts for the Exceptional: The Gifted and the Linguistically Different.
F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 ($3.95).

Descriptors: exceptional child education; gifted; disadvantaged youth; culturally disadvantaged; elementary education; students; language arts; language instruction; second language learning; teaching guides; teaching methods; writing skills; handwriting; communication skills;

Specific teaching techniques organized according to general instructional purposes are presented to help elementary school teachers (at the inservice or preservice level) to individualize language arts instruction for gifted students and for students with special linguistic needs due to cultural differences. The following topics are examined in an attempt to identify language arts skills which differentiate exceptional from normal students: the passive and active phases of language learning, and typical language skills and reasons for differences among students; means of identifying the gifted and their implications for teaching language arts to such students; and the implications of language difference and language deficit models for the instruction of linguistically different learners. The guidelines provided for maximizing the skills of the gifted and for enhancing the skills of the linguistically different, respectively, include general orienting information (regarding such topics as the selection and use of diagnostic procedures, and techniques for building listening skills), suggestions for developing an oral language program, tips on teaching creative writing, and instructions for teaching mechanical writing skills. For example, it is suggested that teachers support creative effort by collecting writing samples in booklets which the children can personalize and which can be treated with the same respect as a library book. In another instance, teachers of the linguistically different are encouraged to develop listening skills by reporting a news event and asking students to summarize the account. An annotated materials list, references and suggestions for further reading an given for each category of exceptional students. (GW)

ABSTRACT 1197

EC 07 1197 ED N. A.
Publ. Date Jan 75 9p.
Mandlebaum, Jean
Creative Dramatics in Early Childhood.
Young Children; V30 N2 P84-92 Jan75

Descriptors: exceptional child education; gifted; early childhood; music; creative expression; dramatics; teaching methods;

Presented are suggestions and techniques for teaching creative dramatics to children 3-to 7-years-old. Described are the roles of music and movement in dramatic activities, and given are examples of helpful songs, stories and poems. It is pointed out that dramatic play and original stories, as well as important classroom events can provide the basis for creative dramatics. (CL)

ABSTRACT 1537

EC 07 1537 ED N. A.
Publ. Date Feb 75 3p.
Lowe, Bonnie
Individualized Creative Writing in the Open Classroom.
Elementary English; V52 N2 P167-9 Feb75

Descriptors: exceptional child education; gifted; creative ability; primary grades; individualized instruction; self-expression; writing skills; open education; teaching methods; instructional materials; group discussion;

An individualized approach was used to teach creative writing to 32 gifted third grade students in an open classroom setting. The teacher set up learning centers focusing on listening, reading, writing, and content areas (such as science and math) and displayed motivational materials (such as a picture file and a teacher-improvised book containing ideas for stories and poems). Discussions centering on personal experiences and needs were used to spark the desire to write creatively during individual student-teacher conferences, meetings of interest groups, and whole class sharing periods. (LH)

ABSTRACT 1705

EC 07 1705 ED N. A.
Publ. Date Feb 75 1p.
Hodges, Riley; Hodges, Lee
The Talented and Gifted: Will We Make a Difference?
Talents and Gifts; V17 N2 P20 Feb 75

Descriptors: exceptional child education; gifted; teaching methods; educational needs; individualized instruction;

The need for individualized instruction for the gifted and talented is stressed and instructional methods are recommended such as utilizing the entire community as a learning resource, teaching students how to locate and synthesize information, and teaching the gifted how to handle age group pressures. (LH)

ABSTRACT 2083

EC 07 2083 ED N. A.
Publ. Date 75 8p.
Renzulli, Joseph S.; Callahan, Carolyn M.
Developing Creativity Training Activities.
Gifted Child Quarterly; V19 N1 P38-45 1975

Descriptors: exceptional child education; gifted; creative development; educational philosophy; cognitive processes; teaching methods; class activities;

The authors discuss four basic principles underlying creativity training and describe activities to foster creative thinking skills. It is explained that creativity training should encourage students to generate many ideas (fluency) to propose many solutions to a given problem (open-endedness), to enjoy uninhibited expression, and to draw upon their background and experiences (environmental relevancy). Suggested activities include developing lists of analogies and synonyms for creative writing and describing moods created by abstract paintings or music. Stressed is the need to free students from traditional modes of thinking and to encourage free expression of ideas. (LH)

ABSTRACT 2293

EC 07 2293 ED N. A.
Publ. Date 75 3p.
Walker, Joseph J.
Developing Values in Gifted Children.
Teaching Exceptional Children; V7 N3 P98-100 Spr 1975

Descriptors: exceptional child education; gifted; values; ethics; teaching methods; affective behavior; class activities;

The importance of providing education in values as well as academic instruction to gifted children is stressed. The idea of a cooperative society is compared with that of a competitive society. Activities that teachers could use to incorporate affective exercises, including clarification of values, into class routine are discussed. Also described is a problem solving activity designed to study the sharing of information in task oriented groups, focus on cooperation in group problem solving and observe leadership behavior in groups. An activity based on F. Williams' model for encouraging creativity in the classroom is explained. (GW)

ABSTRACT 2428

EC 07 2428 ED N. A.
Publ. Date 75 431p.
Gallagher, James J.
Teaching the Gifted Child. Second Edition.
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($12.95).

Descriptors: exceptional child education; gifted; disadvantaged youth; definitions; minority groups; identification; curriculum design; creative thinking; discovery learning; problem solving; language arts; administration; teacher education; underachievers; teaching methods; mathematics; sciences; social studies;

The education of gifted children is discussed with reference to the characteristics and identification of gifted students, curriculum modifications, stimulation of productive thinking, administrator and teacher training programs, and the special problems of gifted underachievers and culturally different gifted children. Examined are the cases of four gifted children who are used throughout the book to illustrate specific points, the unique properties of various subgroups of gifted children, and the issues confronting schools that adapt the curriculum to the needs of the gifted. Suggested curricular adaptations in the fields of mathematics, science, social studies, and language arts stress the importance of teaching the most abstract and important ideas possible and of providing the opportunity for gifted children to be active learners. Teaching guidelines point out problem solving strategies as well as means by which teachers can enhance creativity. The program designs of special classes, resource rooms, and acceleration programs are explained, as are training programs for teachers and administrators concerned with the education of the gifted. Also considered are educational strategies designed to improve the performance of gifted underachievers, and educational strategies especially suited to minority-group children. After each chapter, major unresolved issues are noted together with a list of pertinent references. (GW)

ABSTRACT 2696

EC 07 2696 ED 107 052
Publ. Date Jul 74 188p.
Karnes, Merle B.; Zehrbach, R. Reid

A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project).

Illinois Univ., Urbana, Inst. of Research for Exceptional Children.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Gifted Children Section.

EDRS mf; hc

Descriptors: gifted; program evaluation; educational methods; open education; socioeconomic status; exceptional child research; kindergarten; intelligence quotient; divergent thinking; structure of intellect;

Evaluated were the effects of three different instructional programs (open education, structure of the intellect, and conventional contrast) on 56 bright kindergarten children of either high or low socioeconomic status (SES). Recognized experts evaluated the open and structured classes giving them positive ratings as being representative of the intended model (contrast classes were the regular kindergarten programs offered in the public schools which usually emphasized organized large and small group activities).The results included the following: a mean gain in IQ scores of four points with no significant interaction found among the class models or between high and low SES students, no significant difference in divergent thinking among class models but better performance by high SES children, existence of differences in question types used by teachers (with contrast teachers using a more cognitive memory type of question), no differences in performance among class models on the Illinois Test of Psycholinguistic Abilities though different scoring patterns were observed for high and low SES students, and slightly more positive program appraisals by parents of children in the open education program. (DB)

ABSTRACT 2955

EC 07 2955 ED N. A.
Publ. Date Sum 75 6p.
Sisk, Dorothy

Simulation: Learning by Doing Revisited.

Gifted Child Quarterly ; V19 N2 P175-80

Descriptors: general education; teaching methods; games; role playing; simulation; elementary education; class activities; motivation; concept formation; creative thinking;

Recommended to elementary school teachers are simulation activities (including games and role playing) to enhance students' motivation to learn, to develop new responses and critical thinking skills, and to teach social values. Examples are given of two games which can be used with different age and ability groups: Barter, a game for introducing basic economic ideas to primary grade children; and Parle, in which upper grade students can explore key political science and sociology concepts. (LH)

ABSTRACT 3468

EC 07 3468 ED N. A.
Publ. Date Aug 75 4p.
Ketcham, Warren A.

Can Instruction for the Gifted Be Improved? Thoughts on a Basic Design for Gifted Education.

Innovator; V7 N2 P8-11

Descriptors: exceptional child research; gifted; literature reviews; acceleration; enrichment; educational programs; regular class placement; special classes; grouping (instructional purposes); innovation;

Three educational program alternatives for the gifted are discussed in terms of implementation, design, advantages, and disadvantages. Advantages of keeping gifted students in regular classrooms are seen to include the opportunity for all students to benefit from a program which concentrates on helping each student develop at his maximum rate. Reviewed are educational innovations for special group programs in the areas of creativity, mathematics and science education, the humanities, and learning. The third alternative, acceleration, is thought to be the most advantageous because of the reduced need for changes in curriculum, teaching methods, and grouping practices. (SB)

ABSTRACT 1509

EC 005 051 ED 030 672
Publ. Date Apr 69 87p.
Fenton, Edwin And Others
A High School Social Studies Curriculum for Able Students: An Audio-Visual Component to a High School Social Studies Curriculum for Able Students. Final Report.
Carnegie-Mellon University, Pittsburgh, Pennsylvania, Social Studies Curriculum Center
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-3-10-103, OEC-6-10-130
BR-5-0560, BR-5-0655

Descriptors: exceptional child education; gifted; audiovisual aids; curriculum design; curriculum development; curriculum evaluation; curriculum planning; curriculum problems; economics; history; humanities; instructional aids; political science; secondary education; sequential programs; social studies; social studies units

A project to develop a sequential and cumulative social studies curriculum for able students in grades 9-12 was carried out by Carnegie-Mellon University in partnership with the Pittsburgh Public Schools. The general goal of the curriculum was to help each student develop to the limit of his ability into an independent thinker and an informed, responsible citizen and was divided into four subgroups: attitudes, values, inquiry skills, and knowledge. The courses prepared were comparative political economic systems (9th grade), the shaping of western society and studies of the non-western world (10th grade), the american experience (11th grade), and an introduction to the behavioral sciences and the humanities in three cities: Ancient Athens, Renaissance Florence, and Modern New York (12th grade). A book of readings, an audiovisual kit, a teacher's manual, and an examination program were developed for each course. Two books and 12 films were completed to explain to teachers the curriculum and methods of using it. The results from testing the curriculum in the Pittsburgh Public Schools indicated that students in experimental-curriculum classes made significantly greater gains than did those in control classes. (LH)

ABSTRACT 62

EC 03 0062 ED N.A.
Publ. Date 68 115p.
Martinson, Ruth A.
Curriculum Enrichment for the Gifted in the Primary Grades.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($2.95).

Descriptors: exceptional child education; gifted; teaching methods; elementary school students; curriculum development; identification; teacher qualifications; program evaluation; enrichment

Written for teachers of young elementary gifted students, the book provides a basis for curriculum planning. Specific areas discussed include identification of the gifted, teaching techniques, teacher qualities of personal behavior and classroom management, meeting interests and needs of individual children, meeting needs of the gifted in groups, and program evaluation. Special considerations in curriculum planning are noted for social studies, mathematics and science, language arts, music, and art. Illustrative practices are described throughout. (MS)

ABSTRACT 2665

EC 05 2665 ED 082 420
Publ. Date 69 122p.
Harsh, Jean; and Others
Treasury of Ideas: A Guide for Primary Major Work Teachers.
EDRS mf,hc
Cleveland Public Schools, Ohio.

Descriptors: exceptional child education; gifted; primary grades; class activities; teaching guides; individualized instruction; literature; language arts; citizenship

The guide for teachers of primary grade gifted children provides lesson ideas for the individualization of instruction at three levels of maturity in the areas of literature, outlining, oral presentation, citizenship, and other subject areas. Stressed is the gradual development of individual study skills. Noted for literature are basic skills to be developed at each maturity level such as location of main idea (Level A), answering thought questions, making relevant comments, and discussion and evaluation. Outlined are procedures for group discussions in a literature club format. Described is the development of outlining skills through the three maturity levels. Sample worksheets are offered for children to practice outlining and note taking skills. Also outlined are formats for the preparation of daily talks and criteria for evaluation. Citizenship is taught through the use of class meetings with elected leaders. The final section offers a potpourri of brief ideas for social studies, mathematics, science, language arts, art, and music. Examples are planning an imaginary air trip (social studies), making up problems using a code system (mathematics), planning a spacecraft trip to a planet, keeping a school diary, making a design for wallpaper (art), and composing original dances (music). (DB)

ABSTRACT 195

EC 06 0195 ED 082 425
Publ. Date Sep 73 7p.
Baldwin, Alexinia
Instructional Planning for Gifted Disadvantaged Children.
Connecticut Univ., Storrs. National Leadership Institute Teacher Education/Early Childhood.
EDRS mf,hc
National Leadership Institute, Teacher Education/Early Childhood, The University of Connecticut, Storrs, Connecticut

Descriptors: exceptional child education; gifted; disadvantaged youth; class activities; teaching methods; curriculum development

Discussed is instructional planning for gifted disadvantaged children with emphasis on appropriate teaching strategies and learning activities. Noted are gifted high achievers, from disadvantaged backgrounds such as Thomas Bradley, the mayor of Los Angeles. Possible organizational patterns listed include team teaching, open education, and extended school days. Stressed for programing is the development of both basic skills and higher divergent thinking skills. Strategies are suggested for the development of thinking skills such as elaborative thinking, fluent thinking, flexible thinking, and originality. Learning activities described include a mathematics unit dealing with percentage, a study of journeys, a unit on colors, career education, and a simulation game on ecology. (DB)

ABSTRACT 311

EC 06 0311 ED N.A.
Publ. Date 73 95p.
Patterson, Jo
Why Doesn't an Igloo Melt Inside? A Handbook for Teachers of the Academically Gifted and Talented.
Memphis City School System, Tenn.
EDRS not available
Memphis Board of Education, Gifted Education, 2597 Avery Avenue, Memphis, Tennessee 38112

Descriptors: exceptional child education; gifted; teaching guides; class activities; creative thinking; elementary school students; ability identification; class management; group discussion; independent study

The guide for teachers of academically gifted elementary school children focuses on the provision of challenging learning experiences designed to involve the students as active participants. Compared are approaches to identification of the gifted such as use of intelligence scores, achievement test scores, and teacher or principal recommendation. Stressed for teachers is the establishment of a classroom climate which allows freedom of thinking. Examples are given of techniques used to teach creative thinking skills through mind stretchers (puzzles), creative activities (such as writing poetry), hypothesizing (about problems such as why an igloo doesn't melt inside), group dynamics activities (such as finding creative uses for unusual objects), analyzing propaganda, sentence reasoning, and logic elimination problems. Suggestions are given for effective questioning techniques for group discussions. Mini-courses on topics such as the heart or archaeology are seen to be particularly appropriate for gifted students. Independent research projects which might involve interviewing experts, taking field trips, and reading books are also recommended. Appended are a bibliography and a behavioral rating scale. (DB)

ABSTRACT 1311

EC 06 1311 ED 088 253
Publ. Date 73 37p.
Brown, D. Sydney
Teaching Gifted Students Art in Grades Seven Through Nine.

California State Dept. of Education, Sacramento. Bureau of Publications.
EDRS mf,hc
For Related Information See Ec 061312

Descriptors: exceptional child education; gifted; junior high school students; teaching guides; art; creative ability; concept formation; teaching methods; creative development; creative expression

The guide gives concepts and suggestions for teaching art to gifted students in grades 7 through 9. Noted is the need for adolescent gifted students to view reality with heightened aesthetic perception, to attain success in art work, and to remain uninhibited in development. Topics covered in an overview of art study are criticism of student art, art as a synthesizer, awareness as a source of art, identification of roles, and development of expression through techniques such as keeping hands under a cloth while sculpturing. The function of art is examined in relation to the artist and the viewer, a system of symbols, forces of design, transformation of an encounter to a visual statement, and art as a process of abstraction, symbolism, unification, and awareness of self and society. Approaches to the study of art are given to include elements such as line, artistic skills such use of tools, presentation of art content such as varieties of textural experiences, and affective involvement such as study of Grecian art and philosophical concepts. Considered in a discussion of creativity and the study of art are cognitive synthesis, the process of transformation, abstraction and fluency, attributes of the gifted child, teaching methods that foster creativity, evaluation of art projects (a checklist is included), and development of human potential. (MC)

ABSTRACT 1312

EC 06 1312 ED 08[illegible]4
Publ. Date 73 [illegible]p.
Luca, Mark C.; Allen, Bonnie
Teaching Gifted Children Art in Grades Four Through Six.
California State Dept. of Education, Sacramento. Bureau of Publications.
EDRS mf,hc
For Related Information See Ec 061311.

Descriptors: exceptional child education; gifted; elementary school students; teaching guides; art; program development; creative development; creative expression

The guide for teachers of gifted children in grades 4 through 6 gives concepts and suggestions for development of an art program. Art instruction is said to benefit all gifted children by developing awareness of art contributions to the cultural heritage. An introduction to art education centers on aspects such as identification of gifted children, reactivity, and the curriculum which fosters skills in various media, acquisition of art knowledge, and clarification of self image. Explored in discussions on the nature and purpose of art education are fine arts versus applied art, origins and history of art, opportunities for growth and judgment, and principles of design such as qualitative relationship. Also discussed are approaches to teaching design and artistic skills, program problems,identification of artistic ability, and utilization of higher intellectual skills in the creative process. The design of the art program is examined in relation to media, skills, vocations, and history/humanities; clustering and grouping; flexible scheduling; acceleration of gifted pupils; curriculum enrichment; the creative process; the evaluation process; and content such as principles and practice. Further considered are development of intellectual skills such as problem solving, creativity development through activities, such as doing a sculpture in the style of another culture, the multisubject classroom, continuity and acceleration, teachers and administrators, and schools and facilities. (MC)

ABSTRACT 1384

EC 06 1384 ED 088 267
Publ. Date 73 71p.
Broome, Elizabeth, Ed.
Educating for the Future: 21st Century Teaching.
Governor's School Teaching Training Inst., N. C.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
EDRS mf,hc

Descriptors: exceptional child education; gifted; teaching guides; class activities; educational objectives; lesson plans; cognitive development; emotional development; models; conceptual schemes

Compiled for use with gifted children is a collection of activities and lesson plans in the areas of the media, inquiry teaching, lessons using F. Williams' model, encounter lessons, and simulation learning activities all developed by teachers of the gifted at a summer institute. The collection is introduced by a section on basic theories which lists characteristics of the gifted and compares various taxonomies of educational objectives. Suggestions for media projects include critical film viewing and making video tape recordings. Outlined are the theory and process of using inquiry teaching with gifted students. The Williams Model which relates pupil behaviors (cognitive and affective) with curriculum areas and instructional strategies is examined, and offered are 15 activities such as a study of creative individuals. Twenty-four activities are suggested for encounter lessons which are explained to encourage direct interaction between small groups of students and specific stimuli. An example of the 12 simulation activities recommended is developing a newspaper policy through simulating various interest groups. Four lesson plans for complete units stress broad cognitive and affective aims and focus on the newspaper, algebra, short stories, and discovery and exploration. Appended are the illustrated multiple talent totem poles of C. Taylor, and an annotated bibliography of books recommended by institute participants. (DB)

ABSTRACT 1865

EC 06 1865 ED N.A.
Publ. Date 74 111p.
Tempest, N. R.
Teaching Clever Children 7-11.
Routledge and Kegan Paul, 9 Park Street, Boston, Massachusetts 02108 ($7.95).

Descriptors: exceptional child education; exceptional child research; gifted; elementary school students; special classes; curriculum; teaching methods; research reviews (publications); thought processes; problem solving; divergent thinking; logical thinking; creative thinking; class activities

Described is the curriculum and teaching methods used in a 4-year special class for gifted (IQ over 130) 7-to 11-year-olds in Great Britain. An introductory chapter focuses on characteristics of clever children, problems of identification, and a rationale for curriculum enrichment. Learning activities are organized by the type of thinking involved rather than by subject matter. The chapter on observation and enquiry explains techniques used to develop research skills, methods of science teaching, and evaluation. Teaching methods for logical reasoning and mathematics are discussed in the chapter on problem solving. Considered in the chapter on imaginative work are reading, story telling, poetry and drama, music, individual work, improvisation, singing, listening, and group projects. Also described are miscellaneous activities of the group including instruction in German, arts and crafts, physical education and games, and field trips. The final chapter consists of a review of research about the gifted, including general studies, biographical, longitudinal, and special studies in areas such as curriculum methods, divergent thinking, and creativity. (DB)

ABSTRACT 2138

EC 06 2138 ED 091 914
Publ. Date Apr 74 19p.
Gifted and Talented Curriculum; A Selective Bibliography. Exceptional Child Bibliography Series No. 656.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
National Inst. of Education (DHEW), Washington, D. C.
EDRS mf,hc
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Descriptors: exceptional child education; gifted; curriculum; annotated bibliographies; abstracts; bibliographies

The annotated bibliography on curriculums for gifted and talented children and adolescents contains approximately 59 abstracts and indexing information associated with documents published from 1961 through 1973 which have been selected from the computer file of the Information Center of the Council for Exceptional Children and the Educational Resources Information Center (ERIC) Clearinghouse on Handicapped and Gifted Children. It is explained that the abstracts are chosen according to criteria

of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service, and how to order 'Exceptional Child Education Abstracts' in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. Featured in the references are topics such as development of a program for superior and talented high school students, acceleration and enrichment in junior high school, and a curriculum guide for teaching gifted primary grade students. (MC)

ABSTRACT 2175

EC 06 2175 ED N.A.
Publ. Date 74 101p.
Wolff, Sydney; Wolff, Caryl
Games Without Words: Activities for Thinking Teachers and Thinking Children.
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).

Descriptors: exceptional child education; aurally handicapped; language handicapped; intellectual development; cognitive development; skill development; games; toys; teaching guides; creative thinking; logical thinking; nonverbal learning; Piaget (Jean)

Games and activities are described which were originally developed in work with deaf children and which are based on the developmental theories of J. Piaget. The games, none of which requires language ability, help build thinking skills in the following areas: sorting, ordering, and classifying; strategy; permutation; probability; perspective; movement and role play; tactile messages; memory; symbol picture logic; and creative thinking. Materials to be bought or made for these games are identified and the suppliers from whom equipment may be purchased are listed. (GW)

ABSTRACT 2207

EC 06 2207 ED 093 118
Publ. Date Jun 74 146p.
White, Alan J., Ed.; Campbell, Annie L., Comp.
Curriculum Guidelines for the Gifted and Talented: Report of the Connecticut Task Force on Curriculum. Working Draft.
Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
EDRS mf,hc
For Related Reports See EC062206 and EC062208

Descriptors: exceptional child education; gifted; guidelines; curriculum development; models; conceptual schemes; annotated bibliographies; state programs; Connecticut

The report (in working draft form) of the Connecticut Task Force on Curriculum for the Gifted and Talented summarized three theoretical models for curriculum planning, gives an overview of elementary and secondary curricula currently being used in Connecticut school districts, and provided an annotated bibliography on curriculum development. Stressed is a view of curriculum which includes both product and process variables in a differentiated curriculum. Explained with examples are the application to curriculum for the gifted on the following models: J. P. Guilford's Structure of Intellect model, the Taxonomy of Educational Objectives developed by B. Bloom, and the Cognitive-Affective interaction model of F. Williams which identifies key pupil behaviors, teacher behaviors, and curriculum content. Briefly described are curricula currently being used in approximately 25 Connecticut school districts including district-wide, regional, arts-oriented, academic, semi-separated, consultative, well-established, and pilot programs. Lists of materials being used in the programs are provided. The final section consists of an extensive bibliography on curriculum development including an annotated listing of approximately 45 curriculum materials or articles on curriculum development, and approximately 30 abstracts of selected materials. (DB)

ABSTRACT 2335

EC 06 2335 ED N.A.
Publ. Date Spr 74 6p.
Meyers, Elizabeth S. and Others
Specific Suggestions for the Kindergarten Teacher and the Advanced Child.
Gifted Child Quarterly; V18 N1 P25-30 Spr 1974

Descriptors: exceptional child education; gifted; kindergarten children; instructional materials; class activities; teaching guides

Specific suggestions are provided regarding materials and instructional activities appropriate for gifted kindergarten students. Materials thought to be particularly helpful include such items as the walking board, playground equipment, listening posts with records, and the kinesthetic alphabet. The authors offer such instructional guidelines as the following: allow the child to tutor other students less skilled in ball work, provide increasingly complex bead and pegboard designs for copying or reproducing from memory, and allow the child to make up poems once he has a grasp of rhyming. Included are exact names, titles and addresses for locating filmstrips, recordings, and other resource materials. (GW)

ABSTRACT 2414

EC 06 2414 ED 093 143
Publ. Date 74 51p.
Independent Activities for Accelerated Students: Individualized Reading Instruction for Students.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; teaching guides; reading; enrichment; elementary school students; resource guides; independent study; creative expression; individual activities; class activities

The teaching guide for use with accelerated elementary school students contains suggestions for independent reading activities, a list of independent reading books for beginning readers, and suggestions for creative activities. Stressed is the value of sharing enthusiasm about books to spur independent reading. Suggestions are given for talking about books, writing to share books, dramatizing books, using audio visual aids, writing poetry, writing about oneself, making things as a result of a book, developing skills through books, reading newspapers and magazines, and using books with older children. Listed are approximately 400 books for independent reading by beginning readers. Examples of suggestions for creative activities provided include writing poetry about colors or nature, writing stories about topics such as 'If I had the pouch of a kangaroo...', writing group stories or poems (for primary grades), writing a story in Indian picture writing, writing a biography, and using mood music to write about feelings. (DB)

ABSTRACT 2741

EC 06 2741 ED N.A.
Publ. Date Oct 74 2p.
Mark, Lois
Challenge Creative Minds.
Instructor; V84 N2 P138-9 Oct 74

Descriptors: exceptional child education; gifted; elementary school students; creative ability; creative development; creative expression; dramatics; teaching methods; teaching guides

Described are no-audience drama exercises involving both real and imaginary objects for children from kindergarten through sixth grade. Noted are activities designed to stimulate creativity, greater freedom of expression, and intensive group interaction such as the discussion of a mystery object found in a closet or attic, or the brainstorming of unusual uses for common objects. Teachers are encouraged to use body movement, pantomime, and sound in story-dramas with decisive beginnings, endings and elements of conflict. (BA)

ABSTRACT 732

EC 07 0732 ED N.A.
Publ. Date 74 21p.
Cole, Henry P.; Parsons, Dennis E.
The Williams Total Creativity Program.
Journal of Creative Behavior; V8 N3 P187-207 74

Descriptors: exceptional child education; gifted; curriculum design; teaching methods; creativity; models; teaching guides; theory; A Total Creativity Program for Individualizing and Humanizing the Learning Process;

The components of F. Williams' Total Creativity Program for Individualizing and Humanizing the Learning Process are described, including five paperback volumes, two poster sets, two audiotapes, a teaching strategies packet, and an instructor's manual. The program is

reported to include pupil objectives for broad but behaviorally defined skill areas (such as flexible thinking, original thinking and imagination), tests for identifying competence in these areas, instructions to teachers on how to use the tests, and additional directions for selecting and arranging teaching strategies to foster students' skill in each area. The following features of Williams' system are discussed: the translation of the basic theoretic model and other theory into practical applications, durability, adaptability (since it requires no elaborate materials or expensive hardware), operational definitions of processes and categories, and flexibility (which allows it to offer variety for the ongoing operation of the classroom). The conceptual origin of the program, for instance, in the work of J Guilford and E. Torrance, is explored. Areas of further development and research are suggested, such as the area of ancillary teacher training materials. (GW)

ABSTRACT 972

EC 07 0972 ED 100 102
Publ. Date 74 46p.
Luca, Mark C.; Allen, Bonnie
Teaching Gifted Children Art in Grades One Through Three.
California State Dept. of Education, Sacramento.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc
For Additional Information, See EC 061 311, EC 061 312 and EC 060 220.

Descriptors: gifted; art; curriculum development; program planning; exceptional child education; creative ability; primary grades; creative expression; curriculum guides; class activities; Elementary and Secondary Education Act Title V;

The handbook for teaching gifted children art in grades 1-3 provides guidelines for curriculum development and teaching suggestions. Among topics considered in an overview of the art program are past and present art, the use of environmental design, pupil involvement in art, and identification and selection of gifted children. The art curriculum for the gifted is discussed with regard to program aims, emphasis, and content as well as area skills in art (such as sensory awareness and manual control) and sequential curriculum planning. Presented in chart form are suggested teaching methods for children from preschool through fourth grade. Examined are organizational considerations such as pupil grouping, scheduling, acceleration, instructional aids, the interrelationship of art with other subjects, and continuity and articulation in the art program. Attention is given to the creative process and intellectual development, creativity and guidance and the evaluation process and new horizons in art education. (LH)

ABSTRACT 973

EC 07 0973 ED 100 103
Publ. Date 74 44p.
Gensley, Juliana T.
Teaching Gifted Children Mathematics in Grades Four Through Six.
California State Dept. of Education, Sacramento.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc
For Additional Information See EC 052 632.

Descriptors: gifted; mathematics; teaching guides; class activities; curriculum design; exceptional child education; intermediate grades; teaching methods; creative development; instructional materials; resource teachers; sequential learning; concept formation; Elementary and Secondary Education Act Title V;

Intended for teachers of gifted students in grades 4-6, the guide emphasizes the need for specialized instruction in mathematics, suggests methods for teaching mathematical facts and concepts, describes approaches and materials to develop students' understanding of mathematical principles, and explores ways to build skills and creativity. Stressed is the resource role of the mathematics specialist in diagnosing individual student needs and in planning a program to build sequential understandings and skills. Listed are mathematical facts and concepts (for sets and subsets, numbers and numeration, operations, mathematical sentences, measurement, graphs and geometric figures) followed by suggested teaching activities such as using graph paper to diagram multiplication facts and using both a yardstick and a meter stick to measure student height. Suggested are games and experiences to help children discover and test mathematical generalizations. Recommended instructional approaches include using magic squares to develop computational skills, adapting the seminar teaching/learning style to encourage higher intellectual skills, and the discovery of alternate problem-solving methods to develop creativity. Noted is the relationship of mathematics to other subjects such as science, geography, and music and the need for coordination between mathematics specialists and teachers of gifted children at the elementary and junior high school levels. (LH)

ABSTRACT 1068

EC 07 1068 ED N. A.
Publ. Date 74 181p.
Cushenbery, Donald C; Howell, Helen
Reading and the Gifted Child: A Guide for Teachers.
Charles C. Thomas, Publisher, 301 East Lawrence Avenue, Springfield, Illinois 62717.

Descriptors: exceptional child education; gifted; creative ability; high achievers; early childhood education; elementary education; secondary education; reading ability; reading comprehension; reading materials; teaching methods; teaching guides; instructional materials; class activities;

Presented are practical guidelines for teaching reading to the gifted child. Understanding the gifted child is examined in terms of identification, instructional needs, problems, and goals related to reading, for gifted children. The importance of pre-reading activities and basic skill experiences are discussed for the pre-school reader. Analyzed are such instructional organization methods as vertical patterns, ability grouping, acceleration, and enrichment practices, with a recommendation combining the continuous progress approach with individualized instruction. Suggested are teaching strategies for word recognition, comprehension, creative reading and study skills. Types of activities and experiences for early primary through upper elementary level children are recommended. Student competencies, including comprehension and vocabulary skills are specified for reading in content areas. Described are the goals and types of reading programs for the gifted secondary student. Properly selected and administered evaluation of reading progress is advocated. Sample teaching plans are included, as well as six appendixes listing such resources as bookclubs for children and youth, suitable periodicals and instructional materials for the gifted. (CL)

ABSTRACT 1375

EC 07 1375 ED 102 764
Publ. Date 71 188p.
Plowman, Paul D.
Behavioral Objectives: Teacher Success Through Student Performance.
Science Research Associates, Inc., Chicago, Ill.
Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611

Descriptors: behavioral objectives; course objectives; educational philosophy; student evaluation; general education; educational methods; excepoional child education; academic ability; cognitive development; creative development; handicrafts; leadership training; sequential learning; effective teaching;

The textbook provides a philosophical basis and offers practical suggestions for formulating behavioral objectives for students in grades 1-12 in the following subjects: English and literature, social science, mathematics, science, reading, art and music, and health. Definitions, uses, sources, and types of educational objectives are discussed. It is also explained that the book is designed to guide teachers in preparing specific behavioral objectives in five skill areas (academic, cognitive, creative, craftsmanship or kinesthetic, and leadership), and suggestions are given for coding and framing objectives. The rationale for preparing sequences of behavioral objectives is explored, steps in sequencing are identified, and examples are given of a cognitive-level sequence in biology and of a grade-level sequence in social science. The major portion of the book is devoted to discussions of the rationale and methods for teaching various academic subjects, with emphasis on the development and application of academic, creative, and cognitive behavioral objectives in all eight subject areas. Attention is also given to developing leadership and craftsmanship skills; to gauging pupil growth and effectiveness; and to sequencing behavioral objectives on the basis of cognitive skills, content

areas, intellectual development, and concept acquisition. (LH)

ABSTRACT 2084

EC 07 2084 ED N. A.
Publ. Date 75 4p.
Treffinger, Donald J.
Teaching for Self-Directed Learning: A Priority for the Gifted and Talented.
Gifted Child Quarterly; V19 N1 P46-59 Spr 1975

Descriptors: exceptional child education; gifted; educational objectives; educational alternatives; learning; self evaluation; models; conceptual schemes; student participation; individualized instruction; Self Direction;

Considered and refuted are common misunderstandings about self-directed learning and described is a basic model of instruction designed to foster self-direction among gifted and talented students. Examined are four major components: identifying goals, assessing entering behavior, identifying and implementing instructional procedures, and evaluating student performance. Within each component, steps are suggested for initial teacher direction followed by procedures for gradually increasing the learner's experience with self-direction. For example, after prescribing basic instructional objectives, it is recommended that the teacher should introduce options related to individual student differences, involve pupils in creating choices concerning what will be learned, and gradually transfer authority for goal selection to the learner, with the teacher providing guidance, resources and materials for goal achievement. (LH)

ABSTRACT 2402

EC 07 2402 ED N. A.
Publ. Date 70 4p.
Renzulli, Joseph S.
A Curriculum Development Model for Academically Superior Students.
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.
Reprint From Exceptional Children; Apr 970, P6 -4.

Descriptors: exceptional child education; gifted; curriculum development; interdisciplinary approach; role perception; professional occupations; teachers;

Five sets of instructional materials in mathematics, the humanities, and the social sciences were produced for gifted students by a team of scholars, learning specialists, and classroom teachers. The curriculum development was undertaken as a part of Operation ASTRA, a regional curriculum project for academically gifted students based in Hartford, Connecticut. Scholars contributed by identifying significant themes and functional concepts basic to the management of knowledge in their disciplines and by identifying the most appropriate methods of inquiry in their respective areas of study. Educational specialists worked to apply various aspects of cognitive theory to the curriculum development and to transform the team's collective input into a functional and attractive format for learning. Responsibilities of classroom teachers included translating content to the learners' level of understanding, writing and organizing curricular materials, and testing the curriculum. (GW)

ABSTRACT 626

EC 002 820 ED 024 185
Publ. Date June 68 185p.
Martinson, Ruth A.; Wiener, Jean
The Improvement of Teaching Procedures with Gifted Elementary and Secondary School Students. Final Report.
California State College, Gardena
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-4-6-061244-8948
BR-6-1244

Descriptors: exceptional child research; gifted; professional education; teaching methods; behavior; teaching models; teacher characteristics; inservice teacher education; teacher improvement; teacher rating; test reliability; behavior rating scales; test results; questioning techniques; teacher selection; teacher behavior

Inservice self-study was utilized to improve the qualitative level of classroom method among teachers of the gifted. Ten judges selected 45 to 75 elementary and secondary teachers by a rating scale of significant behaviors, classroom observation ratings, the Wiener Attitude Scale, and the Terman Concept Mastery Test. The 45 were considered flexible, intelligent, creative, and stimulating. Analysis of the teacher behavior scale indicated four main factors: individualized materials and instruction, art of questioning, encouragement of higher level learning, and communication-interaction. Inservice activities were pupil study (case studies) of gifted characteristics, study of classroom principles for higher level thinking, and discussion and evaluation of a teacher model; teacher-made videotapes of classroom activities, using the principles learned, were also shown and evaluated at the inservice meetings. Interjudge reliabilities of .90 were obtained from audiotape analysis of the teachers' questions and answers at the beginning and end of the project. Significant improvement between the two tapes ($p = .01$) occurred in the application, generalization, and synthesis questions by the teacher (indicating growth in higher cognitive level questions), and growth in open responses by students were noted. (Author|SN)

ABSTRACT 3086

EC 002 329 ED N.A.
Publ. Date 66 572p.
Hildreth, Gertrude H.
Introduction to the Gifted.
EDRS not available
McGraw Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; gifted; teaching methods; identification; student evaluation; acceleration; ability grouping; creativity; motivation techniques; guidance; teachers; check lists; college students; elementary school students; secondary school students; talented students; research projects

Designed as a textbook for courses in education, child psychology, exceptional children, and teacher education of the gifted, the book provides a survey of developments in the education of the gifted. Identification, appraisal, and educational methods from elementary school through college are treated. Consideration is given to ability grouping, acceleration, guidance, motivation, creativity, and teachers of the gifted. Pertinent research findings are reported. A checklist for gifted children (ages 10 and over) is included. (MS)

ABSTRACT 3434

EC 003 801 ED 041 405
Publ. Date Mar 68 193p.
Suchman, J. Richard; Carlson, Sybil B.
Demonstration Center: Part II--Elementary School Programs in Scientific Inquiry for Gifted Students.
Illinois University, Urbana, Research Board
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-3-10-101

Descriptors: exceptional child research; gifted; teaching methods; inquiry training; program evaluation; demonstration centers; audiovisual aids; instructional films; inservice teacher education; summer institutes; program descriptions; questioning techniques; teacher characteristics

To disseminate inquiry training methods and materials, the project produced instructional films on the method, prepared a teacher's manual, and conducted an institute to train teachers and administrators in the procedures. Twenty educators from 11 school districts were enrolled in the summer institute as team members and were trained for 4 weeks through seminars, class demonstrations, group discussions, and individual conferences. Teams then returned to their districts where they conducted inquiry training classes with at least one group of gifted elementary or junior high students. Provisions were made for visitors to attend classes, for special demonstrations, and for additional dissemination. Conclusions were that the teams stimulated interest within various school districts and gained experience in conducting inquiry sessions; they also aroused public approval as parents and others requested the continuation of the programs. Most of the districts have continued the training and many have reshaped their programs. Teacher characteristics which were found to be influential were flexibility, objectivity, willingness to turn over the process to the children, sympathy for the process, awareness of children's cognitive needs, and competence in the subject. (RJ)

ABSTRACT 384

EC 06 0384 ED N.A.
Publ. Date 73 12p.
Mohan, Madan
Is There a Need for a Course in Creativity in Teacher Education?
EDRS not available
Journal of Creative Behavior; V7 N3 P175-86 3rd Qtr 1973

Descriptors: exceptional child research; gifted; creativity; college students; graduate study; teacher education; universities; course objectives; questionnaires; evaluation

Discussed are six steps used to establish need for a course in creativity for senior and graduate students in a university education department, and presented is a list of creativity courses offered in teacher education at some colleges and universities. The following steps are described: a search of research literature, a survey of local faculty thinking, responses from researchers and teachers in the field, a survey of student teachers, a survey of classroom teachers, and results of in-service workshops. Analysis of the evidence is said to have established need for a course in creativity and validity of the six-step procedure. Approximately 70 courses are listed by college/university, course title, level, and credit hours. (MC)

ABSTRACT 1334

EC 06 1334 ED N.A.
Publ. Date Win 73 5p.
Lazar, Alfred L.
Reasons Cited by College Students in Teacher Training for Taking an Elective Course on the Education of the Gifted.
Gifted Child Quarterly; V17 N4 P274-8 Win 1973

Descriptors: exceptional child education; gifted; teacher education; surveys; teacher attitudes; educational needs; education courses

Reasons teacher education students elected the one class on education of the gifted were surveyed and grouped into categories of credential need, master's degree need, instructor, interested in gifted, and miscellaneous. Findings showed that 22 students indicated a sincere need for study of the gifted. The results had implications for more course offerings on the gifted at the university level and for ascertaining the unique qualities of students and teachers wanting the courses. (MC)

ABSTRACT 1337

EC 06 1337 ED N.A.
Publ. Date Win 73 5p.
Walker, Joseph James
Gifted Teacher, Know Thyself.
Gifted Child Quarterly; V17 N4 P288-92 Win 1974

Descriptors: exceptional child education; gifted; self evaluation; test construction; performance tests; inservice teacher education

A programed self-pacing/instructional instrument (developed for teachers of the gifted) and 'The Role of the Teacher in the Classroom' by E. Amidon and N. Flanders were compared for helpfulness in familiarizing 44 teachers with the Flanders System, which consists of 10 categories of teacher/student verbal interaction. The teachers, who participated in three 4-week summer workshops on gifted students were assigned either the instrument or the book for a 3-week study period. Results of posttests indi-

cated a mean of 59.3 for instrument-using teachers and a mean of 44.2 for book-using teachers on the basis of 75 possible points. The findings had implications for teachers who are prevented from learning self assessment techniques in a formal setting. (MC)

ABSTRACT 503

EC 07 0503 ED N.A.
Publ. Date Nov 74 9p.
Grabo, Carrol
Teacher Education and Integrating the Humanities.
Educational Forum; V39 N1 P17-25 Nov 74

Descriptors: exceptional child education; gifted; secondary education; undergraduate study; graduate study; teacher education; teacher characteristics; teaching methods; humanities instruction;

Observation of characteristics in successful humanities teachers (grade 7 through the master's level) yields suggestions for teacher preparation in the field of humanities. The emphases of a humanities program is on the integration of experience and process. A successful humanities teacher should possess such traits as a desire to synthesize content from many fields, an interest in the whole student, and an ability to perceive relationships between seemingly different aspects of experience. Such a teacher training model must emphasize learning by doing. (CL)

ABSTRACT 1442

EC 07 1442 ED 102 774
Publ. Date 73 13p.
Broome, Elizabeth, Comp.; Fisher, Mary Henri, Comp.
A Selective Bibliography and Recommended Materials for Teachers of Gifted and Talented Students.
North Carolina State Dept. of Public Instruction, Raleigh.
EDRS mf,hc

Descriptors: gifted; bibliographies; resource guides; exceptional child education; textbooks; theories; creative development; creative expression; instructional materials; educational philosophy; educational psychology; class activities;

The selective bibliography lists approximately 70 books and materials for teachers of gifted and talented students. Arranged alphabetically by author are 32 'practical' books (containing teaching suggestions and activities), 9 'humanistic' books (dealing with psychology and mental health) and 12 'theory' books (on topics such as creativity and intelligence). Also listed are four magazines and 11 other resources such as student book clubs and enrichment games. Entries usually include author's name, publisher's name and address, date, and a brief description. Prices are noted for some entries. (LS)

ABSTRACT 2086

EC 07 2086 ED N. A.
Publ. Date 75 3p.
Sisk, Dorothy A.
Communication Skills for the Gifted.
Gifted Child Quarterly; V19 N1 P66-8 1975

Descriptors: exceptional child education; gifted; communication skills; listening; expressive language; group discussion;

A teacher training coordinator stresses the importance of developing gifted children's communication abilities and briefly describes two group dynamics activities ('Circle Partners' and 'Think Pink') for building listening, interpretation and discussion skills. (LH)

ABSTRACT 2088

EC 07 2088 ED N.A.
Publ. Date 75 4p.
Sisk, Dorothy
Teaching the Gifted and Talented Teacher: A Training Model.
Gifted Child Quarterly; V19 NL P81-8 1975

Descriptors: Exceptional child education; gifted; adults; teacher education; Graduate study; teaching methods; Models; imitation; performance based teacher education;

The University of South Florida (Tampa) has evolved a model training program for teachers of the gifted that emphasizes four major components: professional knowledge, specialized courses concerning the gifted, liberal arts, and apprenticeship work experiences with gifted students. Trainees, are taught to view themselves as learning facilitators through strategies such as group dynamics, role modeling, and community impact work (Saturday enrichment seminars for gifted pupils and their parents). Twelve competency areas have been identified for teachers of the gifted (such as skill in guidance and in developing creative thinking), and relevant courses are offered. Two masters degree level programs are given: Plan I for certified classroom teachers and Plan II for liberal arts majors who plan to teach. Intensive five-week summer programs are also provided for classroom teachers of gifted and talented students. (LH)

ABSTRACT 2287

EC 07 2287 ED
Publ. Date 75 38p.
Competency-Based Program for Certification: Gifted and Talented.
North Carolina State Dept. of Public Instruction, Raleigh.
EDRS
descriptors: teacher evaluation; state standards; educational accountability; exceptional child education; teacher qualifications; effective teaching; educational programs; instructional materials; records (forms); certification; North Carolina;

Discussed is a comptency-based program (CBP) for certifying teachers of gifted and talented students in North Carolina by 1977. It is explained that the CBP offers an alternative to required graduate study and involves a visiting team's evaluation of the teacher's knowledge of the gifted and ability to develop and implement a comprehensive instructional plan. Described are criteria for evaluating teacher knowledge (including teaching methods and selection of instructional materials), ability to develop instructional plans (including performance objectives and evaluation procedures), and performance (including student involvement and use of materials). A major portion of the document consists of exceptional children; a checklist of desirable teacher characteristics, classroom environmental factors, and student attitudes; examples of instructional strategies such as problem solving and brainstorming; a sample instructional plan for a creative writing course; a bibliography of approximately 25 books; and sample evaluation report forms for use by the visitation committee and by students. (LH)

ABSTRACT 2695

EC 07 2695 ED N. A.
Publ. Date 6p.
Renzulli, Joseph S.
A Personnel Training Program for Talent Retrieval.
Connecticut Teacher (Journal of the Connecticut Education Association 37: P11-21)

Descriptors: exceptional child education; multiply handicapped; gifted; disadvantaged youth; minority groups; graduate study; professional education; leadership; innovation; program descriptions; talent identification; Teaching the Talented Program; University of Connecticut;

The University of Connecticut's Teaching the Talented program is designed to train educational personnel at the graduate level to identify and construct appropriate programs for developing the intellectual and creative talents of gifted disadvantaged students. Persons entering the training program are selected on the basis of educational and experiential background and potential ability as leaders and innovators in such areas as curriculum development, administration, evaluation and counseling. Interrelated program components include theoretical courses dealing with topics such as measuring minority group intelligence and aptitudes, internship experiences in settings such as urban schools and community action agencies, and a series of integradive seminars on topics such as economic and social class and life time education. (For additional information, see EC 071419). (LH)

ABSTRACT 3133

EC 07 3133 ED N. A.
Publ. Date Win 74 2p.
Freehill, Maurice F.
Intelligence, Empathy and Methodologic Bias About Teaching the Gifted.
Gifted Child Quarterly; V19 N4 P247-248

Descriptors: gifted; educational methods; teacher attitudes; teacher characteristics; intelligence level; educational philosophy; exceptional child research;

Data from 93 educators was evaluated to determine if bias toward interactionist (Gestalt, wholistic) views was characteristic of attributes (intelligence and empathy) found in effective teachers of gifted children. Ss (self selected registrants in a state sponsored workshop on gifted education) were given three tests to obtain measurements of intelligence, empathy, and interactionist bias. Results showed low correlations between all traits thus failing to indicate that teachers with

more empathy and intelligence will favor interactionist teaching strategies for the gifted. (SB)

ABSTRACT 3723

EC 07 3723 ED N. A.
Publ. Date Fal 75 11p.
Coletta, Anthony J.

Reflective and Didactic Styles for Teachers of Young, Gifted, and Poor Children.

Gifted Child Quarterly; V19 N3 P230-240

Descriptors: gifted; economically disadvantaged; primary education; teaching methods; performance based teacher education; exceptional child education; student teacher relationship; models; Didactic Teaching; Reflective Teaching;

Described is the use of didactic and reflective teaching styles to improve teacher interaction with primary grade gifted and poor children. It is noted that although effective teaching is a combination of the two styles, research has shown that the didactic style is the predominant teaching mode. Teacher retraining to achieve a balance between the two styles is discussed in areas such as active listening (accepting the child's feelings), sending 'I' messages (providing sincere praise), listening at a fact level (understanding and clarifying the child's ideas), adding nonverbal cues (using facial expressions and hand gestures to facilitate information transmission), and questioning at different levels (asking high level or broad questions). Also provided are tables of a model of reflective and didactic interactional teaching strategies and a taxonomy of levels of thinking, child activities, teacher questions, and teacher strategies. (SB)

ORDER FORM

ERIC

DOCUMENT REPRODUCTION SERVICE
P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

OPERATED BY: COMPUTER MICROFILM INTERNATIONAL, CORP.

SHIP TO: _____

BILL TO: (for Institutional Use Only) _____

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES HC	UNIT PRICE	TOTAL
TOTAL NO. OF PAGES				SUBTOTAL	
TAX EXEMPT NO. _____				VA RESIDENTS ADD 4% SALES TAX	
DEPOSIT ACCT. NO. _____				POSTAGE	
				TOTAL	

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits)
  See Resources in Education
- **SPECIFY EITHER:**
  Microfiche (MF)
  or
  Paper Copy (HC)
- **ENTER UNIT PRICE**
  (See Below)
- **INCLUDE POSTAGE**
  (See Below)
- **ENCLOSE CHECK or MONEY ORDER**
  (U.S. Funds Only)
- **MAIL TO:**
  EDRS
  P.O. BOX 190
  Arlington, Virginia 22210
- **COMPLETE AND SIGN BELOW**

Date _____

Signature _____

Title _____

UNIT PRICE SCHEDULE
(Effective June 10, 1976)

MICROFICHE (MF)		PAPER COPY (HC)	
NUMBER FICHE EACH ED #	Price	NUMBER PAGES EACH ED #	Price
1 to 5	$ .83	1 to 25	$1.67
6	1.00	26 to 50	2.06
7	1.16	51 to 75	3.50
8	1.33	76 to 100	4.67
Each additional microfiche	.167*	Each additional 25 pages	1.34

*Total Price Should Be Rounded to Nearest Cent

CHART FOR DETERMINING UNITED STATES POSTAGE

1st CLASS POSTAGE FOR		4TH CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)							
1-3 Microfiche Only	4-7 Microfiche Only	60 or less MF or HC Pages	61-120 MF or HC Pages	121-180 MF or HC Pages	181-240 MF or HC Pages	241-300 MF or HC Pages	301-360 MF or HC Pages	361-420 MF or HC Pages	Each Additional 60 MF or HC Pages
.13	.24	.21	.30	.39	.48	.57	.66	.75	.08

**Costs For Priority Shipment Availaibe Upon Request. For Foreign Postage SEE REVERSE— Revised May 1976

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER
a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.
b. No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $200.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. STANDING ORDER ACCOUNTS
Customers who desire to receive microfiche copies of all ERIC reports announced in each issue of Resources in Education may do so by depositing $2000.00 or submitting an executed purchase order. The cost of each issue and postage will be charged against the account. A monthly statement of the account will be furnished.

13. PAPER COPY (HC)
A paper copy (HC) is xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

14. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postal Rates in effect at the time the order is shipped. To determine postage allow 60 microfiche or 60 (HC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

OTHER ERIC COLLECTIONS AVAILABLE FROM EDRS

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of **Resources in Education** average $160.00 per month at the rate of 8.7¢ per microfiche. Postage extra.

BACK COLLECTIONS (postage extra)

Reports in *Research in Education for* 1966 and 1967	$ 385.06
Reports in *Research in Education for* 1968	1,159.36
Reports in *Research in Education for* 1969	1,383.21
Reports in *Research in Education for* 1970	1,408.36
Reports in *Research in Education for* 1971	1,643.69
Reports in *Research in Education for* 1972	1,701.28
Reports in *Research in Education for* 1973	1,481.70
Reports in *Research in Education for* 1974	1,548.60
Reports in *Resources in Education for* 1975	1,734.61
Reports in *Resources in Education* Jan.–Apr. 1976	545.92
Entire Collection	$12,991.79

AIM/ARM MICROFICHE COLLECTIONS (postage extra) $0.158/fiche

CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra) $0.162/fiche

SPECIAL COLLECTIONS (postage extra)

Office of Education Research Reports 1956-65	$ 404.43
Pacesetters in Innovation, Fiscal Year 1966	144.57
Pacesetters in Innovation, Fiscal Year 1967	175.31
Pacesetters in Innovation, Fiscal Year 1968	112.12
Selected Documents on the Disadvantaged	334.28
Selected Documents in Higher Education	153.48
Manpower Research: Inventory for Fiscal Year 1966 and 1967	79.67
Manpower Research: Inventory for Fiscal Year 1968	44.41
Manpower Research: Inventory for Fiscal Year 1969	57.71